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ABSTRACT

Collaboration for the Improvement of Teacher Education (CITE) is designed to bring university and school personnel together to create, implement, and then assess structured pre-student teaching field experiences to accompany a newly implemented core teacher education program. The program is grounded in research and theory about the nature and impact of the surrounding society upon schools, school personnel, and children, the effects of development and learning principles on schooling, and the impact of promising teaching practices. CITE highlights research findings that can be observed and/or applied in field settings. Structured field experiences are integrated with university instruction. The program evaluation will assess pedagogical knowledge and skills developed by teacher education students, university faculty, and participating school teachers. Institutional outcomes will also be assessed. This report describes the program and project evaluation outcomes at Eastern Michigan University. Sample evaluation questionnaires are included and recommended revisions in the undergraduate teacher education programs at the university are appended. (JD)

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Collaboration For The Improvement Of Teacher Education: A Preliminary Report

A Collaborative Project of Eastern Michigan University
With
Ann Arbor, Lincoln,
Willow Run and Ypsilanti,
Michigan Schools

Project Administrator - Dr. Marvin Pasch, Professor and Head, Department of Teacher Education, Eastern Michigan University

Project Coordinator - Amy B. Colton, Teacher in the Ann Arbor School System on Sabbatical Leave

College Dean - Dr. W. Scott Westerman, Professor and Dean of the College of Education, Eastern Michigan University

Project Director - Dr. Georgea M. Sparks, Assistant Professor, Department of Teacher Education, Eastern Michigan University

A Paper Presented at the Annual Meeting of the
American Association of Colleges for Teacher Education
February 20, 1988

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I. Program Overview

Collaboration For The Improvement Of Teacher Education (CITE) is designed to bring university and school district personnel together to create, implement and then assess structured pre-student teaching field experiences to accompany a newly implemented core teacher education program. This program is grounded in research and theory about the nature and impact of the surrounding society upon schools, school personnel and children, the effects of development and learning principles on schooling and the impact of promising teaching practices

The role of CITE has been to (1) highlight research findings that can be observed and/or applied in field settings, (2) provide a structured schedule for field experiences to facilitate the identification and implementation of field experience activities for the new program and, (3) most importantly, to integrate university instruction and field experiences to a far greater extent than had been previously possible.

Specifically, CITE is in its third and final year as one of the twenty-nine (29) innovative teacher education projects funded by the U.S. Department of Education. At the conclusion of the 1987-88 funding year, the achievements of the project are expected to be institutionalized by participating organizations. These achievements, expressed as product evaluation objectives are as follows:

A. Pedagogical Knowledge and Skills

1. Teacher education students who participate in the CITE Project will:

    a. apply research findings in the analysis of identified and unfamiliar instructional problems.

    b. reflect in their cognitive decisions, the structure of knowledge pattern of course content previously identified by their university professors.

2. Teacher education faculty who participate in the CITE Project will:

    a. demonstrate the research findings in their classroom and field experience activities.

    b. develop productive content analyses of their courses to enable teacher education students to understand the conceptual structure of their courses.

3. Participating school district teachers will:

    a. demonstrate understanding and support for the research findings implemented in field experiences.

    b. support teacher education professors and students as they utilize field experience activities to test the conceptual structures taught in professional education courses.

B. Institutional Changes

As a result of the CITE Project, the teacher education program of Eastern Michigan University will have been substantially altered for the better. Specifically, the following outcomes will have been achieved:

1. The required field experiences will be increased and taken by students in a structured pattern.

2. The University will support and affirm the importance of structured field experiences through official curriculum approval action.

3. The funding for the teacher education program at Eastern Michigan University will have increased to include:

    a. support for four (4) one quarter time released time positions for university faculty who become coordinators of EMU field experiences at area school districts.

    b. support for a one half time coordinator of pre-student teaching field experiences who was/is a K-12 teacher from one of the participating districts. The coordinator will be aided by a graduate assistant provided to the Department of Teacher Education as an additional allocation.

    c. funding of a new teacher education administrator whose role will be defined to a substantial degree as one involving the development and coordination of clinical and field experiences.

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II. Program Description

Collaboration For The Improvement of Teacher Education (CITE) is in its third and final year of federal funding as one of the twenty-nine innovative teacher education projects supported by U. S. Department of Education to demonstrate replicable models in teacher education that:

1. are based on collaboration between university and K-12 educators.
2. are grounded upon research principles of schooling and teaching that lead to productive student learning.

The CITE Project was a fortuitous development as it became a reality in time to assist the planning for and the implementation of a revised program of teacher education at Eastern Michigan University (EMU). The program was the product of five years of study of the existing program, examination of the reports of the flaws and missing ingredients in teacher education as highlighted in state and national reports, and assessment of needs as identified by former teacher education students and K-12 teachers. The result of this five-year inquiry was an "Agenda For Reform" mandated by the teacher education unit at Eastern Michigan University, the University Council for Teacher Education (UCTE), and fully supported by the Dean of the College of Education (See Appendix A). The "Agenda For Reform" directed the development of new core courses to be taken by teacher education students. It established the Fall of 1986 as the date when the new program would be first implemented and it mandated that :

1. the courses in the new program be founded upon contemporary knowledge of teaching as identified through research
2. the teacher education program be characterized by clinical and field experiences taken by students in an organized, structured pattern as contrasted to the existing pattern where field experiences are generally not associated with professional education courses

Consequently, the funding of the CITE Project enabled the university to allocate additional resources to the achievement of these two goals.

The general goals of the CITE Project are to:

1. highlight and select research findings from three core courses (curriculum and methods, social foundations and measurement and evaluation) scheduled in a block with an associated field experience.
2. translate the research findings into a clearly written, developmentally organized and packaged set of field activities.
3. integrate the field activities into the teacher education courses.
4. complete the tasks through a collaborative process involving university professors and K-12 educators.
5. achieve institutional change at Eastern Michigan University through the development of a more structured pattern of field experiences accompanied by a substantial increase in the level of financial support for clinical and field experiences in the teacher education program.

Activities in the first year (1985-86) of project life included the assessment of program needs as perceived by university professors, school district personnel and state education department representatives. Research findings related to the social context of education, and developmental and learning principles, as well as the design, implementation and evaluation of curriculum units and lessons were examined and gleaned for the most productive clusters that could be translated into field activities. Other activities included the recruitment of schools and teachers to participate in the field experience program, presentations of course content by various university faculty who taught the three core courses, the organization of field experience design teams comprising both university and school district personnel, and the actual design meetings where the activities were created.

In Year two (1986-87) the new teacher education program was implemented. Included in that implementation and directly attributable to the existence of CITE, was the pilot testing of the field experience activities including one hundred (100) students, over one hundred (100) school district teachers and eight (8) EMU core program professors. Extensive formative data was collected to guide continued development of the program and to reduce or eliminate problem areas. Plans were made and finalized to expand the project's impact to encompass 175 students, 150 teachers and 12 university professors in Year three. Meetings were held monthly with project staff, professors of professional education courses and faculty coordinators of field experiences who were released for one-quarter time to be liaisons to school district personnel in the participating districts and to their fellow university professional education faculty. Principals and superintendents in participating districts attended information and input sessions. Teachers participated in orientation meetings and workshops.

In Year three (1987-88), the final year of funding of CITE, the attention of project staff has shifted from development and implementation of activities and key elements and progress evaluation to product evaluation. Meetings among university faculty and school district personnel and project staff have been held to finalize evaluation designs, instruments and procedures. Proposed institutional changes have been monitored and in some cases achieved. Plans for administration of outcome evaluation measures have been made and partially implemented.

III. Project Evaluation and Outcomes

A. Progress Evaluation Procedures

Progress evaluation data has been systematically gathered and utilized for project development and revision. University faculty, school district teachers and teacher education students have responded to structured interviews, questionnaires and students have made entries in project journals. Planning meeting discussion records, CITE course syllabi, University Council on Teacher Education minutes, and field experience assignments are other sources of data. In addition, approximately 75 hours of program evaluation and redesign meetings have occurred since January, 1987, involving the Project Director, the Project Evaluator and staff. As a result, project activities and evaluation designs, instruments and procedures have been further clarified and refined.

B. Progress Evaluation Results

School district participating teachers reported through a questionnaire in Year two that they had frequent opportunities for input (76%) and that their input was actively sought (74%) by project staff. An impressive 98% said they were satisfied or very satisfied with CITE project collaboration. Over a third of the teachers reported that as a consequence of the CITE student's presence in the classroom they made changes in what and how they taught pupils in the classroom. Project staff have been challenged to design an orientation process that can bring new teachers into the field experience process with as much knowledge, understanding and commitment as possible.

The university professors, not surprisingly, expressed an uneven sense of interest and effort in collaboration. A few professors were uncertain as to how they could link their content to the field experiences. All professors, however, reported that they were pleased that students had field experience opportunities. However, most faculty participants, viewed the field experiences from the more limited perspective of providing

opportunities to make career choices and to learn from their field teachers.

The role of the CITE faculty who had released time assignments as liaisons to the participating school districts has been an effective component of collaboration. It is also a responsive way to unobtrusively gather formative evaluation data and make timely program adjustments. Furthermore, this role and the people who functioned in it have emerged as one of the most successful project vehicles for strengthening university/school collaboration.

In terms of the field experience component of CITE, an impressively high level of satisfaction was reported by students (85%), participating teachers and campus professors. With rare exceptions, everyone---students, teachers and campus professors waxed enthusiastically about CITE's substance and organizational improvements as contrasted to the previously existing program[1] (one that remains the status quo for over half the EMU students). For example, in a questionnaire administered in Year three, over 90% of the secondary education students were "satisfied" or "extremely satisfied" with their participation in the CITE program. Responding to the same question, 80% of the elementary education students expressed satisfaction.

Yet, additional work is needed to strengthen the relationship between concepts taught in the classroom and the associated field experiences. In a questionnaire administered in Year two, only 35% of the students perceived a strong relationship between the two components. Approximately 50% perceived some relationship and 15% perceived no relationship.

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1. In the status quo, students find their own field site(s). There are weak or non-existent linkages between professional education courses and field activities.

In a similar questionnaire administered in Year three, approximately 25% of the students identified a strong relationship, 50% a moderate relationship and 20% a modest relationship. Less than 5% of the students reported that the three courses had little or no relationship to what the students observed and/or did in their field experiences. Analysis of student journals indicated that students are doing well in comprehending and applying the more concrete and/or technical content in the three courses but are less able to relate these to the varying contextual factors that provide a conditional environment for the application of that content.

In addition to the utility of a core program as a vehicle for organizing field experiences, a core also provides for conceptual and technical linkages among the three associated courses. For example measurement issues can be discussed in the curriculum course, diagnoses of instructional entry level issues in the measurement course, the effects of social class on learning in the social foundations course. The data from student interviews and journals indicate that students do not yet perceive a high level of integration among the three courses.

In summary, it is reasonable to conclude that the structural dimensions of the CITE Project have been implemented, at least under conditions of a modest level ($30,000 per year) of extramural funding. Curriculum changes have been made and courses have been blocked together with an associated field experience and the equivalent of a three-quarter time pre-service field experience coordinator has been employed and four faculty have been working as one-quarter time liaisons to area schools. Students have been in schools in a teaching role for over two years. All concerned believe that the CITE Program has been a significant improvement as compared to the status quo. Nevertheless, examination of the evaluation data from Year two makes it clear that problems remain in the implementation of the innovation. Key elements of the innovation have not been institutionalized; the impact of the innovation has yet to be determined beyond the activity and/or

perceptual level. Hopefully, the product evaluation objectives and outcomes will provide answers to the all important questions about the persistance of the CITE project after federal funding ceases. The product objectives and preliminary outcomes follow:

C. Product Evaluation Objectives: Pedagogical Knowledge and Skills

1. Students who participate in the CITE Project will:
   a. apply research findings in the analysis of identified and unfamiliar instructional problems.

   b. reflect in their cognitive decisions, the structure of knowledge pattern of course content previously identified by their university professors.

2. Faculty who participate in the CITE Project will:
   a. demonstrate the research findings in their classroom and field experience activities.

   b. develop productive content analyses of their courses to enable teacher education students to understand the conceptual structure of their courses.

3. Participating school district teachers will:
   a. demonstrate understanding and support for the research findings implemented in field experiences.

   b. support teacher education professors and students as they utilize field experience activities to test the conceptual structures taught in professional education courses.

D. Product Evaluation Objectives: Institutional Changes

As a result of the CITE Project, the teacher education program of Eastern Michigan University will have been substantially altered for the better. Specifically, the following outcomes will have been achieved:

1. The required field experiences will be increased and taken by students in a structured pattern.

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   b. support for a one half time coordinator of pre-student teaching field experiences who was/is a K-12 teacher from one of the participating districts. The coordinator will be aided by a graduate assistant provided to the Department of Teacher Education as an additional allocation.

   c. funding of a new teacher education administrator whose role will defined to a substantial degree as one involving the development and coordination of clinical and field experiences.

E. Product Evaluation Results. Pedagogical Knowledge and Skills Participants Pedagogical Thinking

1. Students' pedagogical thinking is investigated through the search for answers to two questions. However, at present, only preliminary answers are available.

   a. What course concepts do students remember and then use when planning, implementing, and evaluating their lessons during the teaching week ?

   b. Do students remember and use core course concepts when they analyze a persistent instructional problem and/or incident identified while teaching at the field site?

Data for the first question will be generated from students' journals completed during the teaching week. References to issues and topics identified in their journals as being sources of their teaching decisions will be counted and recorded. Table 1 is a summary of the preliminary data collected from these journals related to the assignments that were identified by the students as most valuable to them.

For each CITE course, identify two assignments made by your professors which were most valuable in terms of your own learning as a prospective teacher.
n=47 secondary education students n=33 elementary education students total n= 80 students

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Measurement and Evaluation (150 total comments)

Constructing Effective Tests (43%)
1. Writing quality test items
2. distinguishing "good" from "bad" test items
3. including items that test higher order thinking

Designing a Table of Specifications (20%) (test blueprint)
1. matching test to instruction
2. weighting test to match instructional importance
3. making sure that test matches objectives

Other (each less than 10%)
Evaluating Standardized Tests
Understanding Descriptive Statistics
Scoring tests

Social Aspects of Teaching (87 total comments)

Examining Cultural Differences (33%)
1. Ethnic composition
2. Discrimination in classroom

Exploring Community Resources (23%)
Analyzing Current Education Issues in Literature (14%)

Other (each less than 10%)
Attend School Board Meeting
Diagram the Classroom
Various Discussion Topics
Black English
Academic Freedom
Roles in Schools
Court Cases
Classroom Discipline
Teaching as Career

Curriculum and Methods (76 Total Comments)

Lesson Planning/Lesson Design (32%)
Questioning techniques (23%)
Teaching a Mini-lesson in Class (18%)
Classroom Management (17%)

TABLE 1. ASSIGNMENTS FROM THREE CORE COURSES JUDGED AS MOST VALUABLE BY CITE STUDENTS

A brief, structured questionnaire administered during the final week of the semester will be used to obtain data for the second question. Project staff also are planning to follow a sample of CITE students into student teaching and the induction year of their professional careers to continue to evaluate their growth in using course concepts to analyze instructional problems. One outcome from the questionnaire administered in Fall, 1988, has been analyzed. The results shown in Table 2, reveal the the topics or ideas derived from the CITE core courses that the students were conscious of using while planning, teaching or evaluating their teaching during the teaching week.

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Identify the specific, idea, concept, topic, skill or attitude from your teacher education experience which you are conscious of using during the teaching week total comments = 297

I. SCHOOL AND CLASSROOM AS AN EDUCATIONAL ENVIRONMENT 10 (3%)

-ethnicity and culture 5
-positive reinforcement (some students need more encouragement to participate than others)
-calling on students who do not raise their hands

II. UNIT AND LESSON PLANNING 53 (18%)

A. SELECTING CONTENT 7

-lessons that relate to students' immediate lives will be received better and probably learned better
-taught conflict resolution because teacher informed me that there were racial conflicts in class

B. SELECTING AND WRITING OBJECTIVES 3

C. ANALYZING CONTENT- TASK ANALYSIS 11

-Bloom's Taxonomy 2
-higher level thinking 3

D. CHOOSING ACTIVITIES, TEACHING STRATEGIES, MEDIA 32

-group activity 8
-cooperative group learning/peer teaching 4
-inductive/discovery/inquiry 3
-hands-on 2

III. INSTRUCTIONAL SKILLS 190 (64%)

A. LESSON DESIGN (MADELINE HUNTER'S DIRECT LESSON DESIGN- 11)

-used a direct lesson design at the beginning of the day
-All students need organized teaching.. The Hunter Model provides a structure for the teacher and consistency for students
-I was conscious of the Madeline Hunter lesson plan design. I made sure that my plan had all the components.

1. ESTABLISHING PURPOSE 20
   -show them where we are going
2. SET 26
   -I had them write a list of things to discuss next day Reviewed yesterday's lesson as a set to flow into today's lesson
3. INPUT/MODELING 22
   -they remember what they see
4. GUIDED PRACTICE 14
   -I was able to create an activity that got the group's attention and kept it for sustained guided practice

5. MONITORING/ CHECKING FOR UNDERSTANDING 19
   -Used thumbs-up/thumbs-down to signal understanding
   -Thumbs-up / thumbs-down
   -In this class we have students at different levels. I really need to check for understanding before continuing.
6. ACTIVE PARTICIPATION 27
   -kids learn more when they are involved in their own learning
7. INDEPENDENT PRACTICE 3
8. CLOSURE 9
   -I planned an activity in which facts presented earlier in the week were used
   -I reviewed by telling the students that I was a reporter from outer space and asked what they could tell me about our planet
9. RETEACHING 18

B. QUESTIONING SKILLS 12
   -wait time 8
   -higher level questions
   -reworded question and gained greater response
   -used the technique of question-pause-question

C. OTHER 10
   -being flexible in response to student responses
   -transfer of learning
   -time management

IV. CLASSROOM DISCIPLINE 34 (11%)
   -maintained eye contact
   -called on student whose attention had wavered
   -used proximity control 6
   -set rules 2
   -sponge activity
   -praised quiet children
   -changed misbehaving student's seat
   -used problem student as helper
   -low control management
   -don't spend too much time with disruptive students

V. ASSESSMENT 10 (3%)
   -pre-tested 2
   -used variety of question types
   -let students know how they will be evaluated
   -tested through a game
   -diagnosed through quiz
   -thought about item validity/test construction
   -used clear directions
   -tested to objectives

TABLE 2 CONTENT IDENTIFIED BY CITE STUDENTS AS SOURCE OF TEACHING

2. Professors' pedagogical thinking is operationally defined as the concepts that professors include and teach in their courses. These concepts will be gathered through content analysis of course written documents (e.g., syllabus, field experience assignments and interviews with professors).

3. Classroom Teachers' pedagogical thinking is operationally defined as course concepts which are discussed with the EMU student and the manner in which these concepts are discussed. This will be measured in two ways: (a) structured interviews with a sample of teachers and (b) questionnaires for teachers and students. The sample of teachers interviewed will be (1) those from Year one (planning year) still with the project (n=15), and (2) those who have received peer coaching inservice training through their own district. The structured interviews will permit interviewer probing concerning specific classroom incidents and field experience assignments. The questions will focus on how course concepts were brought into these discussions and the nature of the conferences with the student (length, depth, etc.).

F. **Product Evaluation Results: Institutional Changes**

1. The required field experiences in the teacher education program have been increased substantially as a direct result of the CITE Project. Over one hundred and seventy-five students, approximately one-fourth of the eligible EMU students, participate in the blocked course pattern of Curriculum and Methods, Social Foundations and Measurement and Evaluation with an associated field experience each year as compared to no students prior to the initiation of the project.

2. As can be seen in Appendix B, the university has affirmed the principle and practice of block scheduling to facilitate the implementation of structured field experiences.

3a. The university has released four university faculty as field experiences liaisons to support the CITE Project.

3b. A half time coordinator of pre-student teaching field experiences and the funding of a graduate assistant have been requested for 1988-89.

3c. A new administrative position whose role will include the development and coordination of clinical and field experiences has been requested for 1988-89.

G. Summary of Preliminary results

It is clear that the CITE Project's organized core of three courses and associated field experiences implemented under the guidance of collaborating campus professors and field teachers represents a genuine advancement for EMU. However, the important questions concerning the persistance, depth and spread of the innovation have not been answered. Hopefully, the conclusions gleaned from the completed evaluation instruments and procedures featured in the Year three Project Evaluation Design and the policy actions approved in Year three will provide the summative answer to the effectiveness of the CITE Project as implemented at Eastern Michigan University.

Appendix A
*See pages 16, 17

The Agenda for Reform

RECOMMENDED REVISIONS
IN THE
UNDERGRADUATE TEACHER EDUCATION PROGRAMS
AT
EASTERN MICHIGAN UNIVERSITY

A Report from the
University Council on Teacher Education
February, 1984

Introduction

This report recommends revisions in undergraduate teacher education programs at Eastern Michigan University. It is the result of a study process begun by the University Council on Teacher Education early in 1980.

At its meeting of February 21, 1980, in accordance with its constitutional obligation to "examine and evaluate present programs for initial and continuing certification," the Council agreed to begin a systematic and extensive examination of the Early and Later Elementary certification programs. The decision was prompted by the following: 1.) an unsuccessful reform effort in the spring of 1979 which had acknowledged the need for change and had left a sense of incompletion; 2.) a series of program criticisms which were cited in the 1973 NCATE Report and which had not been addressed; 3.) a concern that new NCATE Standards in Multi-Cultural Education and Special Education may not be met properly within the existing programs; 4.) an awareness that prospective teachers need to become more knowledgeable about the newer educational technologies, especially the microcomputer; and 5.) a legislative mandate which added courses in the teaching of reading to an already crowded curriculum.

The Council meeting in February of 1980 has been followed by forty-six additional meetings, thirty-nine of which have been devoted in whole or in part to study and discussion of teacher certification programs. Other Council responsibilities intruded and slowed the progress toward its goal of curriculum reform. Nevertheless, Council persevered. This report offers evidence of its thorough and deliberate approach to the challenge.

The study process included the collection of information from ten major sources as follows: 1.) presentations of twenty-seven courses required in either the Early or Later Elementary certification programs; 2.) an inventory of competencies reported to be present in the twenty-seven courses; 3.) teachers' self-perceptions and supervisors' judgments of teachers as reported in the 1982 follow-up study of recent Eastern Michigan University teacher education graduates; 4.) mid-semester evaluations of student teachers; 5.) NCATE Reports, both from 1973 and 1983; 6.) a survey conducted by Student Educators for Educational Development (SEED); 7.) a meeting with practitioners; 8.) a review of major national reports concerning education; 9.) written and oral reports on five year or extended teacher preparation programs; and 10.) a report from members of the Office of Academic Records and Certification. In addition, other presentations

and discussions occurred which helped to develop understandings of strengths and weaknesses of the current programs and potential directions for change.

As the study progressed, it became evident that changes in the Early and Later Elementary curricula would have implications for the Secondary certification curriculum. Therefore, the initial focus was broadened to include all three programs. It is important to note, however, that this report is not directly applicable to certification students following programs in the special areas of physical education, business or industrial education, special education, bilingual education, early childhood education, home economics, music and art.

The result of this process was the development of a formal agenda for reform. As this report will reveal, each of the items on that agenda is addressed by specifit recommendations for change.

Change is rarely easy. Among the concerns which need to be addressed are the implications for cost and for the utilization of faculty. A chapter is included which focuses on these matters. Also, there is a chapter which recommends a schedule for implementing the new programs.

This comes as a consensus report from the Council with the following exceptions: four Council members (out of 18 voting) objected to the reduction in the required number of hours in the practical arts (Group VI). Four members (out of 20 voting) objected to the one semester hour course, Introduction to the Exceptional Student, believing that a two or three semester hour course would be preferred. In spite of these reservations, Council voted unanimously (16 members present) to recommend the report to the University community.

The University Council on Teacher Education presents this report with confidence that it will result in an improved teacher preparation program which will enhance the "first and foremost" status of Eastern Michigan University in the field of teacher education.

W. Scott Westerman, Jr., Dean
College of Education
February, 1984

II. The Agenda for Reform

In developing the agenda for reform, the Council drew heavily upon the information and insights gained from the process of appraisal. In some cases, the process defined directions for change which were clear and emphatic, the various sources of information reinforcing one another. In other cases, the path for improvement was less evident, the data being inconsistent and even contradictory.

The following describes the items which Council determined should be addressed if the current teacher preparation programs are to be strengthened.

1. The number of required courses should be reduced in order to improve the prospects that elementary education students will complete the program within 124 hours while choosing from among a broader range of majors and minors.
2. The two-track elementary program (Early Elementary and Later Elementary) should be rectified, including the redefinition of the content now incorporated within EDP302, EDP320, CUR303, and CUR326.
3. All students should demonstrate competency in writing as a prerequisite to admission to the College of Education..
4. Grade point average standards for admission to the College should be the same as those required for admission to student teaching.
5. There should be an earlier and more carefully structured pre-student teaching experience.
6. All students should receive instruction in educational media and technology, including special attention to the use of the microcomputer as an instructional tool. (Currently only elementary students receive instruction in media and no students are required to learn how to use the microcomputer.)
7. All students should receive instruction in measurement and evaluation. (Currently only Later Elementary students receive a course in this area.)
8. All elementary certification students should receive some instruction in social studies methods. (Currently only Later Elementary students receive instruction in this area.)
9. All students should receive additional instruction to enable them to provide appropriate educational experiences for exceptional children.
10. All students should receive additional instruction in multi-cultural education, both in the basic studies program and in the professional courses.
11. All students should receive additional instruction concerning the principles and techniques of classroom management.

12. All students should be provided with greater opportunity to plan classroom units and activities prior to student teaching.

13. All students should receive additional instruction about the school curriculum and the role of the teacher in curricular implementation and change.

14. All students should be helped to develop the understandings and resources required to deal effectively with the stress which teachers experience.

15. The purpose and function of the student teaching seminar, CUR418, should be reconsidered.

16. The sequence of courses and experiences needs to be considered in order to assure a more orderly and systematic development and reinforcement of learning.

APPROVED
V.P. ACADEMIC AFFAIRS
DATE 9-28-87

Appendix B

ASSOCIATE VICE PRESIDENT
FOR ACADEMIC AFFAIRS

NOV 11 1986

A Recommendation for Scheduling Selected Group IV Courses in Order to Facilitate Pre-Student Teaching Field Experiences for All Undergraduate Teacher Certification Students

The NCATE Report (March, 1983) expressed a concern about the "lack of clear structure in the pre-student teaching program" at Eastern Michigan University. This paralleled a judgment made by the UCTE that the teacher education curriculum should be a sequenced, developmental program that would inc ude structured, collaboratively designed, appplication-based field experiences prior to student teaching. Most recently, the EMU Regents' Commission came to a similar conclusion.

The University received a three year grant (1985-88) from the National Institute for Education entitled "The Collaboration for the Improvement of Teacher Education (CITE) Project." Its primary purpose is to apply research knowledge to the improvement of teacher education. The project has brought together University and school district educators to design and implement a set of pre-student teaching field experiences which will enable students to view teaching as a systematic, deliberate activity and to base their teaching decisions on a firm body of knowledge.

This fall sixty students have voluntarily enrolled in a block of classes to begin to implement the CITE recommendations. "Blocking" during school district hours is essential if students are to have access to classrooms.

The UCTE has recommended that three courses, CUR304/305 - Curriculum and Methods, SFD328 - Social Aspects of Teaching and EDP340 - Measurement and Evaluation be blocked as co-requisites for all certification students. The block would be available during both the fall and winter semesters with at least three alternative time spans scheduled i.e.; 8-11, 10-1, and 12-3. (Please see attached schedule.)

Academic departments that would like to schedule their subject matter methods courses within the blocks in order to benefit from the structured field experiences are encouraged to do so.

Appendix B

Proposed Block Schedules
Fall and Winter, 1987-88

	M	T	W	TH	F
Block I	EDP 340 8:00-10:00	CUR 304/305 8:00-9:15 SFD 328 9:30-10:45		CUR 304/305 8:00-9:15 SFD 328 9:30-10:45	FIELD
Block II	EDP 340 10:00-12:00	CUR 304/305 10:00-11:15 SFD 328 11:30-1:00		CUR 304/305 10:00-11:15 SFD 328 11:30-1:00	FIELD
Block III	EDP 340 12:00-2:00	CUR 304/305 12:00-1:15 SFD 328 1:30-3:00		CUR 304/305 12:00-1:15 SFD 328 1:30-3:00	FIELD